

# Lesson Plan: Day 1

## Map Analysis

**Objective:** Students need to practice the analysis of primary sources, such as maps. These analysis skills will be used when they look at multiple maps at the capitol. Consistent with the Library of Congress approach to primary sources, students should Observe, Reflect, and Question these maps.

One idea of critical importance is the notion of bias, or perspective. Every map has a bias. Some things are included, others not included. Names often give clues to bias, for example a 1740 English map of North America may have the Atlantic Ocean called the Western Sea, a clear example of bias and perspective.

Introduce the idea of maps, map making, the purposes of maps, by showing examples on the projector of the maps the students will encounter. View the Utah Drawn digital exhibit at [history.utah.gov/utahdrawn](http://history.utah.gov/utahdrawn).

### Possible observation questions:

- What are some features that you notice are on maps?
- What do you notice first?
- What size and shape is the map?
- What place or places does the map show?
- Describe anything that looks like it does not belong on a map.
- Is there a language other than English on the maps?
- What does the map maker include on the map?
- What does the map maker leave out?
- Are there any names that are surprising, unfamiliar, or have changed over time?
- Is the map to scale?

### Possible reflection questions:

- Why do you think this map was made?
- Who do you think the audience was for this map?
- What was this map used for?
- Which maps seem to be the oldest? What on the maps makes you think so?
- How do you think this map was made?
- How accurate is this with the world as we know it now?
- Are there details on the maps that tell you anything about the cultures of the people living in the areas being mapped?
- What details help you make guesses about the economy, housing, languages, government, technology, or any other aspects of culture?
- What does this map tell you about what the people knew who made it, and what they did not know?
- Did whether this was a map that might include walking or driving have an impact on the map and what it looks like?
- Who would possibly use this map? What purpose would they use it for?
- Now based on their observations, and on their reflections, what additional questions do you have?
- Who? What? When? Where? Why? How?

## Map Creation

Give time now for students to create their own maps. It could be a map of their town, their neighborhood, the route to school, a map of the school, etc.

Encourage the students to include certain aspects of maps on their map: A title, a year, a key, or legend. A compass rose. A scale if possible. The inclusion of these features will depend on their grade level.

Now, have them share their maps with a partner and complete an analysis of their partner's map, observing, reflecting, and questioning. This will be practice for when they complete an analysis of the maps they view at the capitol.

## Map Analysis

Have students identify: map title, map date, and author. Select appropriate observation and reflection questions for students to answer.

### Possible additional questions:

- What were details that were included?
- What was left out?
- Why did the creator make those choices?
- Did you include anything that does not really exist?
- Did you have to guess about anything you included on the map?
- What was the process in making your maps? How did you know what the distance was, etc.

If there is time, you could do some additional analysis of one of the historic maps. Remind them that when you visit the capitol they will get a chance to make some great observations and reflections, and ask questions about the maps they will see.

Provide etiquette instruction about public spaces and museums and what is expected of people in a gallery: don't touch, use inside voices, try not to crowd around one object on display, etc.